

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2014 May 12 PM 1:45 Document Control Center </div>
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Crockett ISD	113-901	HS – 002, Piney – 004, JR – 041, EL – 102, EC - 105	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	VI		100074459
Mailing address	City	State	ZIP Code
1400 West Austin Street	Crockett	TX	75835

Primary Contact

First name	M.I.	Last name	Title
Windy		Tullos	Asst Superintendent
Telephone #	Email address		FAX #
936-544-2125	wtullos@crockettisd.net		936-544-2709

Secondary Contact

First name	M.I.	Last name	Title
Gail		Hanson	CFO
Telephone #	Email address		FAX #
936-544-2125	Gail.hanson@crockettisd.net		936-544-2709

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Douglas	E	Moore	Superintendent
Telephone #	Email address		FAX #
936-544-2125	DMoore@crockettisd.net		936-544-5727

Signature (blue ink preferred)

Date signed



5-9-2014

Only the legally responsible party may sign this application.

701-14-107-096

Schedule #1—General Information (cont.)

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☐ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Crockett ISD is a rural district with 1295 students. The CUSD Technology Lending Program's goal is to loan students the equipment necessary to access and utilize electronic instructional materials used in the academic classroom environment. The program seeks to purchase laptops, notebooks, and tablets/iPads, as well as Wireless Access cards to facilitate home internet access for students who would not otherwise have this capability. Currently, Crockett ISD is unable to provide enough of these tools for academic success to students who are in need under the Instructional Materials Allotment (IMA) and other funding sources. CUSD's program will encompass the four core academic subject areas in grades K-12. CUSD's technology plan has an objective of having devices available to students to support academic achievement. The district has a technology specialist who delivers continuous professional development to staff members in large group, small group and individual basis. The professional development covers digital content areas, instructional strategies, technology integration, and innovative strategies for utilizing personal digital devices in the classroom.

The management of the program will be accomplished without using any grant funds for administration. CUSD will provide all staffing for grant management. CUSD will use an executive management team approach. The Assistant Superintendent, Wendy Tullos, will oversee the implementation process, as well as data collection and analysis. The project director will be the district's Technology Director, Mr. Charlie Bobbitt. The project director will manage the day to day activities of the grant and monitor equipment usage, collect data, and lead the executive management team meetings. The final members of the executive management team will be the campus principals and/or technology specialist. They will oversee the lending program for their respective campuses. Guidelines for student usage of devices have been developed to consider schools with the highest percentage of economically disadvantaged students in need of a device, lowest academic achievement (English Language Arts, Math, Science and then Social Studies), and highest percentage of teachers trained and ready to implement curriculum utilizing technology in the hands of every student will take precedence over other schools. In addition, the potential for increasing student academic success will also be considered. Primary uses for lending portable technology devices will include: (1) students enrolling in dual credit online classes; (2) class unit projects; (3) access to remedial or enrichment digital content; (4) technology to complete college applications and financial aid; (4) research for science and/or history fair projects; (5) independent research and/or class projects.

Equitable access for all students is a major goal of the project. Economically disadvantaged students who do not have access to internet connections at home are high on the priority list guidelines. These students will be able to borrow devices from the program by leveraging the personal devices of other students. (When students who have their own personal devices bring them to school then grant devices can be allocated to those students in greatest need.) In addition, students with disabilities will also have a high priority by the guidelines due to the vast amount of data and resources that indicate technology has positive effects on academic achievement for these students. A systemic process has been developed for addressing priority. The campus technology representatives will meet with teachers to develop unit schedules for student use of devices. The executive management team will then meet to finalize the priority list for the entire district. Equipment will be logged and checked out by the campus technology representatives.

Each fall the district will have families complete a technology survey. The survey will indicate whether the student has a personal device that can be used at school and whether they have access to the internet at home. For students without internet access, mobile wireless cards or devices with WiFi plus cellular capability will be made available to them. All participating students must sign a technology lending agreement that specifies that they are responsible for any device checked out to them and use is for educational purposes. All standard procedures will take place to limit loss or damage to equipment including protective cases and/or insurance. Families and students will be held responsible for loss not covered by insurance. For those who cannot afford the financial costs of damaged/lost devices, voluntary service hours will be substituted. CUSD believes it is important to hold students accountable, but also believes that accountability is not always calculated with dollars. Continuous feedback will be sought from students, parents, and teachers regarding the program implementation. A phase in design for implementation will allow piloting of the prioritization program. Thus, concerns can be identified and addressed in a timely fashion.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 113-901			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$15,000	\$	\$15,000
Schedule #9	Supplies and Materials (6300)	6300	\$85,000	\$	\$85,000
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$	\$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$	\$0
Total direct costs:			\$100,000	\$	\$100,000
Percentage% indirect costs (see note):			N/A	\$	\$0
Grand total of budgeted costs (add all entries in each column):			\$100,000	\$	\$100,000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$100,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$15,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:	\$
<input type="checkbox"/>	Salaries/benefits	<input type="checkbox"/> Other:
<input type="checkbox"/>	Networking (LAN)	<input type="checkbox"/> Other:
<input type="checkbox"/>	Computer/office equipment lease	<input type="checkbox"/> Other:
<input type="checkbox"/>	Building use	<input type="checkbox"/> Other:
<input type="checkbox"/>	Copier/duplication services	<input type="checkbox"/> Other:
<input type="checkbox"/>	Telephone	<input type="checkbox"/> Other:
<input type="checkbox"/>	Administrative	<input type="checkbox"/> Other:
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	Filter Subscription-devices off network (Year 1 - \$4000 + Year 2 - \$2,000)	<input type="checkbox"/>	\$6,000
2	Residential Internet Access for Students	<input type="checkbox"/>	\$9,000
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$15,000

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
1	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 113-901

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 113-901		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$15,000	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	
(Sum of lines a, b, c, and d) Grand total		\$15,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)						
County-District Number or Vendor ID: 113-901				Amendment number (for amendments only):		
Expense Item Description						
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies		\$
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:		
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:		
6399	Technology Hardware—Not Capitalized					
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
	1	Laptop Computers	Personal technology device for students	40	\$30,000	\$85,000
	2	Tablets	Personal technology device for students	100	\$46,000	
	3	Chromebooks	Personal technology device for students	30	\$9,000	
	4				\$	
	5				\$	
6399	Technology software—Not capitalized					\$
6399	Supplies and materials associated with advisory council or committee					\$
Subtotal supplies and materials requiring specific approval:						\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$
Grand total:						\$85,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 113-901		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$
Grand total:			\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 113-901

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX/15XX—Technology hardware, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$
Grand total:				\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	674	N/A	Attendance rate	96.13%
Hispanic	367	N/A	Annual dropout rate (Gr 9-12)	0.31%
White	215	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	11	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	1117	86.7%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	205	15.8%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	78	6%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	108	95	125	109	86	91	104	86	88	94	79	90	75	65	1295
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	108	95	125	109	86	91	104	86	88	94	79	90	75	65	1295

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Schedule #13—Needs Assessment

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD has an enrollment of 1295 students with approximately 16.6% of students being Caucasian, 28.3% Hispanic, and 52% African American. Crockett ISD conducted a comprehensive needs assessment, analyzed data relative to student achievement, demographic statistics, and the current status of technology integration in the spring of 2012. The needs assessment was then updated in 2013 in full detail to comply with state and federal regulations for schools in need of improvement. In addition, surveys and focus groups were conducted to assemble the input of teachers, students, parents, and local community members. Members of the advisory committee include: administrators, teachers, parents, community members and business leaders.

Crockett ISD students are plagued with risk factors. Many of the risk factors are hard to mitigate. Some of those include: low educational status of adults in the community, poverty rates for families, many parents commuting to urban areas for employment, lack of public transportation, and a lack of community social support services. Protective factors are also low. Factors such as self-esteem and positive relationships with adults were less likely to be self reported from CUSD students than the state average. As a rural community in Texas, Crockett ISD serves a predominantly at-risk student population, with 86.7% of the student population being served by free or reduced lunch. Poverty within the community is pervasive with rates more than double that of the State of Texas (US Census Bureau). Like many rural communities, high poverty is accompanied by limited employment opportunities and poor overall educational attainment (only 37% of females and 36% of males have obtained a high school diploma). Approximately 46.5% of students are considered high risk. All schools within the district are eligible for Title I and classified as high need. In comparison to statewide averages, academic achievement of Crockett ISD students is considerably lower. Findings in the district and campus improvement plans, needs assessment, and additional assessments required for the low performing schools in the district, indicate that critical needs are present on each campus.

The sheer enormity of the economic need in the district prevents the implementation of 21st Century, student focused learning using technology without grant funding. Given the extraordinarily high percentage of students living in poverty, Crockett ISD does not have the financial resources to expand its current technology lending for students without outside monetary support. Priorities where the district has been working include preparing students for college and careers. Fewer than half (42%) of Crockett ISD students are prepared for college in both English and Mathematics. The priority plan for student access to technology will focus on these academic areas. Crockett Elementary and Crockett High School are both labeled as Focus Schools (ID based on being a Title I school ranked by the widest gaps between reading and math performance of federal student groups - African American, White, Hispanic, English Language Learners (ELL), Special education, Economically Disadvantage and All Student Group).

The comprehensive needs assessment indicated a lack of technology available on a consistent basis for students. It is necessary to have grant funds to increase student access to technology and to ensure that all students have the ability to increase their academic achievement by having access to curriculum content that is delivered electronically in their homes. A major gap identified through focus groups of parents, students, teachers, and community members was supplying technology devices to all students. The high poverty level of families hinders equitable access because many students do not have home internet access. In many areas, phone connections are the only options (no cable, etc). Many students have no access to technology within the home. Other students have access to a shared family device at home, but are unable to bring a personal wireless device to school.

All campuses will be served. Priorities for selecting campuses with the greatest need have been establish, such that schools with the highest percentage of economically disadvantaged students in need of a device, lowest academic achievement (English Language Arts, Math, Science and then Social Studies), and highest percentage of teachers trained and ready to implement curriculum utilizing technology in the hands of every student will take precedence over other schools. Current technology lending programs within the district are restricted to the Junior High School and High School. Each campus library has devices provided through a literacy grant program that may be checked out by students on a first come first serve basis. All laptops have been checked out of the libraries constantly. A limit of three days per student has been established if there is a waiting list. There is always a waiting list. Over 80% of teachers in core subject areas have had at least some training in integrating personal technology devices into the curriculum with their students. However, this training has not been able to be implemented to its fullest extent since approximately 50% of their students do not have personal devices, and the limited supply of school owned devices are hard to come by.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase Student Academic Achievement	<ul style="list-style-type: none"> Increasing the access to relevant technologies, tools, resources, and services for personalized learning 24 hours a day, 7 days a week; Encouraging teachers to incorporate innovative models to meet the needs of students and prepare students for college and careers through the use of technology; Incorporation of new technology and electronic instructional materials in curriculum;
2.	Increase Equitable Access of Technology to Students	<ul style="list-style-type: none"> Provide priority structure for student access to technology; Implement policies to address the use of technology to support school and home use; Implement procedures to check-out and use technology; Implement procedures to provide Internet access in student homes.
3.	Implement a technology lending program to loan students the equipment necessary to access and use electronic instructional materials.	<ul style="list-style-type: none"> Use of instructional strategies that include student devices for learning at school and at home; Use of electronic instructional materials in lieu of traditional print instructional materials;
4.	Implementation of digital learning	<ul style="list-style-type: none"> Engage students in meaningful learning, supported by digital tools and resources Identify multiple methods of accessing curriculum and body of knowledge through technology Use of electronic instructional materials in lieu of traditional print instructional materials
5.	Ensure that instructional staff is confident and competent in integrating technology throughout the curriculum	<ul style="list-style-type: none"> Use continual professional development to increase teacher strategies; Provide support for teachers using technology in classroom; Use student and teacher skill levels in technology to guide instructional practices; Incorporate the use of technology for instruction and learning opportunities.

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Schedule #14—Management Plan				
County-district number or vendor ID: 113-901			Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Project Director	Bachelor's degree. Previous grant management and implementation experience preferred. Teacher certification. At least 5 years of classroom experience preferred. Good communication skills, writing skills, computer and software knowledge, ability to self direct, organization skills.		
2.	Project Coordinator/Director of Technology	Bachelor's degree. Previous technology implementation experience preferred. Teacher certification. At least 3 years of classroom experience preferred. Good communication skills, writing skills, computer and software knowledge, ability to self direct, organization skills. Ability to troubleshoot technology problems and develop viable solutions.		
3.	Campus Tech Representatives	Technology specialist for each campus. Ability to troubleshoot technology problems and develop viable solutions. Bachelor's degree and teacher certification preferred.		
4.	Teachers	Bachelor's degree and teacher certificate. Ability and desire to integrate technology into the curriculum in the classroom and in the home assignments for students.		
5.				
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	At least 150 technology devices for student use to be acquired & on campus for use by 12/15/2014	1. Acquire bids for technology devices.	10/10/2014	11/1/2014
		2. Complete POs and finalize orders	10/30/2014	11/18/2014
		3. Update equipment log with new devices.	11/20/2014	12/1/2014
		4. Distribute devices to campuses.	11/21/2014	12/15/2014
2.	Begin implementation plan of prioritizing device usage by English and Math teachers on campuses	1. Meet with teachers (E & M) and make campus calendars of dates for unit requests	10/10/2014	10/15/2014
		2. Management team: prioritize campus requests	10/15/2014	10/31/2014
		3. Management team to review data/feedback	12/1/2014	12/15/2014
		4. Management team to review for improvements	12/1/2014	12/15/2014
		5. Campus tech reps. to distribute devices to students and monitor implementation.	11/21/2014	12/15/2014
3.	Prioritizing device usage by all teachers on all campuses using devices by 1/5/2015	1. Tech reps. meet with teachers and make campus calendars of dates for unit requests	10/15/2014	10/31/2014
		2. Management team: prioritize campus requests	11/1/2014	11/15/2014
		3. Management team to review data/feedback	12/20/2014	8/30/2016
		4. Management team to review for improvements	12/20/2014	8/30/2016
		5. Technology representatives distribute devices campuses, students lending oversight and monitor implementation.	1/5/2015	8/30/2016
4.	Teachers will design and deliver curriculum and instruction that includes student centered inquiry based activities.	1. Teachers and students will build an electronic library of lessons & resources.	10/1/2014	8/31/2016
		2. Teachers and students will create and utilize authentic assessments to evaluate student outcomes.	10/1/2014	8/31/2016
Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The project will be monitored daily by the technology representatives and the Project Coordinator/Director of Technology, with oversight from Wendy Tullos, a district level administrator. Student assessments and technology usage will be monitored regularly and monthly reports given to Wendy Tullos and the Superintendent. Wendy Tullos and the Technology Director, Mr. Charlie Bobbitt will be available for any student, teacher, or parent feedback or concerns related directly toward the implementation of the program. All other feedback and concerns will be handled through a formal written process.

At least once per month the executive management team will meet to analyze data, identify concerns and consider feedback. Stakeholders (teachers, students, parents and administrators) will be sought to give input on solutions to identified concerns. Continuous review of data will guide decisions as they are made. The executive management team will consist of Assistant Superintendent, Wendy Tullos; Project Coordinator and Director of Technology, Charlie Bobbitt, at least one additional technology representative, and a representative from each campus.

The implementation of the plan will be monitored by periodic reports to the Board of Trustees and the Superintendent. In January and May, the Board of Trustees and Superintendent will be updated on the program's progress. Input and feedback will be accepted verbally and in the written format. Adjustments to the program and implementation will be made if necessary. Procedures for any changes will include executive team recommendation for a change and approval by either the Superintendent of Schools or his designee.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD is currently seeking additional outside funding to enhance and sustain the existing technology lending program. The existing program is funded through a federal literacy grant program. All equipment purchased to be used/borrowed by students with funding from this proposal will be incorporated with other technology devices into one program by using the same personnel to administrate resources and by using the same guidelines for students and families. Distinctive equipment logs will be kept for each funding source. Equipment will also be labeled with appropriate funding source (federal, state, local, etc). Although all equipment will be housed and used as a joint venture, the ability to account for resources from each program separately will be maintained. Leveraged funding will enhance program accessibility for families and students. The goal is for each student to have their own device on a one to one ratio. Currently, the only technology available for lending to students is located within the school libraries. These devices were purchased through a Federal literacy funding source.

Crockett ISD intends to ensure that all campuses remain committed to the project's success by using a very inclusionary model. Teachers will be included in making the decisions for the campus schedule before it goes to the executive management team for prioritization. By leveraging funds with other grant programs, CISD hopes to obtain the one to one ration by the 2015-2016 school year. By continually supporting teachers in their efforts to integrate technology into the curriculum they will remain committed to project goals and objectives. In addition, campus technology coordinators will be required to share data and best practices from other campuses with the entire staff at least once per month at a faculty meeting, thus further establishing the school and district commitment to the increased use of technology in student learning.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Statistical output measures to include: # and % of students using devices; #, % and names of courses and teachers using program; distribution among grade levels, subjects and campuses.	1.	Student check out logs
		2.	Monthly reports from Technology Coordinators
		3.	PEIMS data
2.	Statistical outcome measures of academic achievement of students using devices compared to achievement prior to participation.	1.	Student transcripts
		2.	Student curriculum based assessment data
		3.	Student State assessment results
3.	Statistical outcome measures comparing academic achievement of students from teachers participating vs. those who are not participating.	1.	Student transcripts
		2.	Student curriculum based assessment data
		3.	Student State assessment results
4.	Statistical analysis of student, teacher and parent surveys concerning the program.	1.	Student surveys
		2.	Teacher surveys
		3.	Parent Surveys
5.	Ratio of technology devices to students needing devices on participating campuses.	1.	Fall technology survey
		2.	Monthly reports
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected on the campus level on an electronic spreadsheet developed by the executive management team. Data will include: # requests from teachers for specific technology based lessons; # of devices provided to students; # of students requiring internet service assistance for and their homes; academic achievement of students; attendance rates for students; and increase in student centered designed lessons.

The executive management team will meet at least monthly to analyze data; identify areas of concern; consider teacher, student, and parent feedback; make program adjustments and improvements; and to prioritize technology lending usage. Crockett ISD agrees to collect and report the data for the performance measures stated in the application and program evaluation. The executive management team will be responsible for developing an appropriate system and process to collect and report data. The executive management team will consist of Assistant Superintendent, Wendy Tullos; Project Coordinator and Director of Technology, Charlie Bobbitt, at least one additional technology representative, and a representative from each campus.

With the magnitude of the expansion in the technology lending program it is anticipated that a multitude of feedback will occur. The executive management team will address constructive feedback in a timely way. At the beginning of the program this might mean the executive management team meeting every week instead of monthly (minimum requirement). It is important that decisions be based on data. The executive management team has enough knowledge to make the initial prioritization decisions based on historical data in the district. The team is aware of which teachers are currently using the most digital content in their instruction, as well as which teachers have had the most extensive training on integrating technology into instruction strategies. However, the goal of the program is to give students the tools to succeed academically. If technology use is more successful in assisting student learning in one subject area or grade level over another, than this data will be used in continually updating priorities within the district.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD intends to use a variety of technology devices to assist in enhancing the academic achievement of students in grades PK-12. Funds from this program will be used to purchase different types of devices because it is important that the device actually fits the content of the instruction as well as the age appropriateness of the student. For instance, a full size laptop might be needed for a secondary student enrolled in dual credit, participating in science fair, or working on a project that has extensive narrative or data usage. Whereas, the same secondary student might be well served on a tablet, Chromebook, or iPad for generalized research for a History fair project or for completing online multiple choice assessments. Early elementary students will be focused on the plethora of applications assigned for iPads to supplement academic instruction in innovative ways.

Funding will be used for:

- Wireless Cards/Tablets with phone connectivity for home internet connections 30 x \$15/mth x 20 mths = \$9,000
- Laptop Computers - \$750 x 40 = \$30,000
- Tablets – \$460 x 100 = \$46,000
- Chromebooks - \$300 x 30 = \$9,000

A total of 1295 students in grades K-12 will have access to the program. This is a cost of \$77.22 per student. A total of at least 170 devices will be purchased. If cost of the technology is later decreased, it is the intention of CISD to either add additional wireless cards or portable devices (decision will be based on data of the program).

CISD is seeking additional funds (outside of this grant opportunity) to increase the number of technology devices available to students. As monies become available through other funding sources, more and more devices will be added to the program or used to upgrade existing devices. Equipment logs will indicate the funding source from which the devices were purchased but all equipment will be managed under one set of guidelines and priorities.

Students will use the checkout procedures to receive the technology from campus technology representatives. Devices will be checked out for a specific period of time as approved by the executive management team. Devices may be extended by students if availability exists.

Teachers will request devices for specific units of instruction. These units will be prioritized and placed on a master schedule so that students in those classes will have priority use of technology. In addition, students might also need devices for: (1) enrolling in dual credit online classes; (2) class unit projects; (3) access to remedial or enrichment digital content; (4) technology to complete college applications and financial aid; (4) research for science and/or history fair projects; and (5) independent research and/or class projects.

Some of the students who will need access to the lending technology program will have internet access in their homes, but some students will not. To effectively reach as many students as possible, internet connectivity will be device based rather than location based (student home). To achieve this 4G activated devices and/or mobile internet cards will be checked out according to student need. All devices that are part of the lending technology program will be equipped with a filtering subscription that protects the students access to only appropriate web content when off the district's network the same as it would on the network.

The current technology lending program within the district has only a few devices (less than 20) for students to use. Adding the additional devices enables teachers to actively expand lesson designs to a more student centered approach.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, the technology available for lending to students is located within the school libraries. These devices were purchased specifically for student use and lending through the Innovative Approaches to Literacy Federal Grant. Additional devices funded through the Instructional Materials Allotment are used by students on school premises but have not been utilized for lending purposes to date.

Crockett ISD is currently seeking additional outside funding to enhance and sustain the current technology lending program. All equipment purchased to be used/borrowed by students will be incorporated into one program by using the same personnel to administrate resources and by using the same guidelines for students and families. Distinctive equipment logs will be kept for each funding source. Equipment will also be labeled with appropriate funding source (federal, state, local, etc). Although all equipment will be housed and used as a joint venture, the ability to account for resources from each program separately will be maintained.

Leveraged funding will enhance program accessibility for families and students.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD Mission statement "Your Future Starts Here" and Vision Statement "In partnership with our parents, staff and community, Crockett ISD will provide quality educational experiences for students to succeed in a competitive, diverse, and ever-changing society."

It is disingenuous to tell students that their "future starts here" within the school system when a lack of technology based resources hinders many of those students from preparing for employment (and even standard life activities) that they will face upon graduation. The world that Crockett ISD students will live in will be based in large part on technology. Preparing students to have technology competencies is important to their future success. In addition, demonstrating the importance of integrating technology into a 24/7 lifestyle is also important to providing a quality educational experience that will enable them to succeed in a competitive society that is heavily reliant on technology.

The goals of public schools districts are to prepare students in such a way that they have the confidence and competence to succeed in either post secondary education or in the workforce (College and Career Readiness). More than ever before, technology plays a major factor in meeting these goals. Technology can be seen as a two edge sword in this endeavor. Access to technology (as in this lending program) can level the playing field and mitigate some of the effects of poverty on student achievement. Equal access to technology enables all students to have the same opportunities to gain skills and knowledge. However, because technology access is often restricted for the economically disadvantaged, this lack of access widens the gap for academic achievement and future potential.

Crockett ISD plans to expand its existing technology lending program to ensure that ALL students have equal access to not only technology, but to the future that a quality education based on technology competency will afford.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Guidelines for setting priorities will include percentage of economically disadvantaged students in need of a device, lowest academic achievement (English Language Arts, Math, Science and then Social Studies), and highest percentage of teachers trained and ready to implement curriculum utilizing technology in the hands of every student (extent of possible success). The management team will prioritize according to the above guidelines. Other considerations in the prioritization process will include possible academic impact on students and assuring that all students have access to use equipment.

The phase in concept of the Crockett ISD program will allow for the process of prioritizing campuses and specific teacher requests to be piloted in an effort to identify and address concerns. Residential internet access assistance will be based on results of the technology survey given to students in 2014 and at the beginning of each school year in the future.

Students with disabilities and economically disadvantaged students will have access to all devices that are appropriate. Students with disabilities may have a higher prioritization given the fact that part of the structure of the process is to determine the potential impact that using the device will have on student learning. Students with disabilities have a myriad of historical data indicating greater academic success when added with technology. Students who are economically disadvantaged are more likely to indicate a need of both borrowing a device and for needing internet connectivity, thus they are also likely to be disproportionately higher in technology lending program use.

Specifically, priority will be given on each campus according to the results of the data on academic achievement within the core subject areas. If mathematics is an area of need on one school and English/Language Arts is a greater need on another campus, these needs will receive the highest priority for those schools as their local data warrant. Within priority areas, teacher requests for specific units of study will be prioritized by the Executive Management Team on a master schedule based on the teachers ability to design high impact student centered learning.

As mentioned above, some of the students who will need access to the lending technology program will have internet access in their homes, but some students will not. To effectively reach as many students as possible, internet connectivity will be device based rather than location based (student home). To achieve this 4G activated devices and/or mobile internet cards will be checked out according to student need (based on student home survey of technology availability and economic need).

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Crockett ISD technology lending program aligns with the current curriculum, instruction, and classroom management policies in that the WHAT that is being taught (based on Texas Standards and local curriculum/instruction decisions) will not be changed. The HOW is the innovative element.

Teachers are handicapped by a lack of technology in the classroom and that student's have access to at home as they design lessons that support the learning of content essentials. In order to design lessons that are forward thinking, student centered, and that actively encourage student engagement. When teachers can be assured that all students have access to technology as a tool to enhance student learning and inquiry then innovative assignments to facilitate learning can be developed and implemented into the curriculum as a standard instructional process. Examples of this type of instruction of the curriculum (HOW) would be project based learning, flipped classrooms, and the use of web based resources such as Khan Academy etc.

The technology lending program proposed by Crockett ISD also encourages students to be more actively involved in the learning process. Students with access to technology can stay informed of grades and assignments more readily and can utilize a broader base of resources through the internet connectivity (Khan Academy, refdesk.com, youtube educational videos, etc).

The Executive Management Team will continuously review the value technology has on the curriculum in supporting students learning and classroom management. Resources and tools that no longer support goals will be identified and removed from the instructional program while new resources and tools be added.

Classroom management is facilitated by the implementation of the technology lending program by (1) having more innovative and relevant instruction leads to more engaged students who are less likely to be disciplinary problems; and (2) technology lending program allows students who have disciplinary consequences for behavior to remain actively involved in academic progress by keeping up with assignments.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD integrates electronic instructional materials throughout the district as technology is available for students. With more availability (per the lending program) these activities can increase. Students currently work in groups on many activities because a lack of devices. Although group work is often encouraged and appropriate, individual access to technology will facilitate a broader range and deeper understanding of material for students. The following describes some of the uses that are currently being employed:

Science classes regularly try to integrate Internet-based activities into classroom instruction. Activities include current readings on topics in the field or activities for students to complete. A specific example would be students use of the Internet to learn about planets, hurricanes, earthquakes, and so on.

In history a teacher often assigns students to research different areas of a particular subject. Students would then go onto the Internet, collect pictures, information, etc. and present the results of their research to the class. A study of Civil War battles would be an example of that type of activity; the teacher would assign groups different battles, the students would research their assigned battles, collect pictures, and then give a guided tour of the battlefield, explaining the events that happened there.

Elementary teachers use educational aps on tablets for center time with students to facilitate literacy and math skills. Secondary math teachers have experimented with Flipped lessons for their classroom where the teacher tapes the lesson in advance, the student watches the video for "homework", and then the application of the lesson through working problems is completed in the classroom where the teacher is available for individual help. This is a difficult task unless all students have access to technology.

Other uses across subject areas include the utilization of Google docs to allow students to work collaboratively as a group, work on writing skills, exchange information, compare facts, and effectively implement peer review activities. Another added benefit of the technology lending program allows for the world of the student to expand. Virtual field trips to places connected to people or places students are learning about; for example Thomas Jefferson's Monticello, Cleopatra's Palace, Alaska, or Appomattox add value to the educational experience.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology staff have been training teachers on technology integration. Training occurs in large group, small group and individually. Large group instruction is geared toward conveying information about technology and basic integration strategies. This is delivered either to an entire grade level, subject area, or campus staff. Small group professional development is delivered to teams of teachers; usually this is done with teams of teachers on a common conference period. Professional development is more specific to teaching strategies, integrating content, and "how to". Lastly, individual instruction is based on the specific needs of the teacher requesting assistance. In this case, the technology staff will work side by side with the teacher and they will develop goals that meet the needs of the teachers. Professional development concerning digital content is ongoing, continuous, and academic area specific.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD has had a goal of starting a *Bring Your Own Device* program (or similar program in which all students have an individual technology device on a one to one ratio) in the district by academic year 2015-2016. Multiple barriers to meeting this goal have been identified and are being addressed. The current infrastructure of the district includes expanded bandwidth to accommodate the increased usage. Wireless accessibility has been expanding on each campus. CISD plans to have 100% wireless capability throughout all district buildings in the 2015-2016 school year. In addition, technology staff have been training teachers and staff on technology integration. Placing devices in the hands of every student is not very helpful if the instructional strategies for curriculum delivery do not adapt to the changing environment. Teachers will continue to receive professional development and more extensive training in integrating technology into the instructional classroom as well as for providing advanced strategies for using devices in content acquisition.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As Crockett ISD is rural in nature with many homes in areas that do not have industry standard access to internet service in their homes, Crockett ISD has adopted the policy of issuing 4G devices and Wireless Cards for technology when necessary. The Wireless Cards enable internet access in all areas where cell phone service is accessible. The plans have unlimited usage for one set fee. Cards will not be distributed with all devices, but only with those that are checked out by students with a documented need of home connectivity. Up to five devices may use one card at any given time.

Documentation of need for a Wireless Card will be accomplished through a home technology survey given to all CUSD students. Some of the questions on the survey will indicate if: (1). A computer or other device to access the internet is available in the home; (2) whether the device is specific for the student or a shared device; (3) whether the device may or may not be used in the school setting by the student; (4) whether or not the home has internet service and if so by which medium (cable, phone line, etc).

Data from the surveys will be compiled on a spreadsheet and students in need of technology devices and/or internet service will be listed on campus specific lists. The lists will be shared with the campus.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technical support to support the anticipated use of devices is available at Crockett ISD. The Director of technology and his assistant will be available to assist in the implementation of the program. In addition, each campus will have (or does have) a trained campus representative to assist with technical support of adding the additional devices on those campuses.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology Lending Grant will be administered on campuses through a collaborative effort between the technology department and the campus libraries. Technology representatives will maintain the Lending Use Agreement, provide technological support, provide technology training to teachers, and maintain equipment in working order. The campus libraries will administer the check out and check in procedures for students. This is done to leverage the existing system of tracking materials that is already in use by the libraries.

Competing needs will be minimized by allocating specific number of devices based on a master scheduled prioritized and scheduled by the executive management team based on campus academic data and student needs. Additional devices will be available outside of this prioritization system for student check out on a first come first serve basis. Devices are able to be checked out for up to one month. When requests outnumber the number of devices available, a shorter check out period will be implemented based on campus data.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD uses a technology equipment log to account for district technology. The log includes the item name, serial number, date the equipment was purchased, funds to acquire equipment, location of equipment, and who is responsible for inventory of the equipment. The logs are used for inventory and product control between the district and campus level. At the campus level, equipment is checked out to individual persons. Accountability for the equipment at the campus level will depend on strict adherence to the technology lending program guidelines. To participate in borrowing from the Technology Lending Program, the following guidelines will be in place:

- An application to borrow equipment must be completed prior to reserving and/or borrowing equipment.
- A signed *Technology Lending Agreement and Responsible Use Agreement* (that includes a provision that internet will only be used for educational purposes by the student) must be on file.
- Students must have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS).
- Student and parents must agree to take responsibility for the equipment while it is in their possession. Loss or damage, other than normal wear and tear, will be compensated for by the borrower. If monetary compensation is not realistic, service volunteer hours for student and/or family may be substituted.
- Those wishing to reserve and/or borrow equipment must do so with the campus technology representative or through the school library.
- Equipment may be borrowed for up to a one month period. Consecutive renewals may continue as long as there are devices available.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students must have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS) in order to participate in the Technology Lending Program. The Technology Lending Agreement to be signed by parents and students will incorporate the existing responsible use policy. The agreement will indicate that use of technology is a privilege and will outline appropriate use and prohibited activities when using technology devices. In addition, expectations of student behavior will be outlined, including the fact that each student is responsible for conforming to the laws of the United States and the State of Texas. Violations of this include criminal acts (hacking, cyberbullying, pornography etc), libel activity, copyright violations and others. The student will be personally responsible for his/her actions when utilizing the school's computer resources (even if they used from home). In addition, parents will be informed use is solely for educational purposes and that filtering technology will be installed on devices. However, supervision of internet activities while in the home shall be the responsibility of the parents. Parents and students will be told not to load or download any software onto the devices unless approved by school officials in writing. In addition, the school has the authority to look at any documents in any storage area of the device. Students are also not permitted to transmit, retrieve or store materials that are discriminatory, harassing, obscene, pornographic, or inappropriate. In addition, parents and students must agree to take responsibility for the equipment while it is in their possession. Loss or damage, other than normal wear and tear, will be compensated for by the borrower. If monetary compensation is not realistic, service volunteer hours for student and/or family may be substituted. Equipment may be borrowed for a one month period and renewed for additional time when available.

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